

# Curriculum Review Worksheet

This worksheet contains definitions and directions for completing the curriculum chart (6.1) in the Report Writing Form. Basically, the team members look at all curriculum by grade level, and record their observations on the curriculum chart. These observations need to be conducted in a similar manner during each review to ensure consistency and fairness.

## REQUIRED CURRICULUM COMPONENTS

Each written curriculum guide must include the following components:

- a **rationale** which relates the general goals of each subject area and course to the district's mission and philosophy
- a general **description of the content of each subject area at the elementary level and each secondary-level course**
- general goals for graduates in each subject area**
- specific, measurable learner objectives** for each course at each grade level
- alignment** of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards
- instructional strategies [activities] and specific assessments (including performance-based assessments) for a majority of the learner objectives**
- evidence that individual learner objectives have been **articulated** by grade level/course sequence
- date of board review and approval** for each curriculum guide

Each box of the curriculum chart is completed by indicating the grade levels at which components are present: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. If the component is present in all elementary curriculum guides, then the grades can be listed K-6 in the elementary section of the response box. If the component is present in elementary and middle school/junior high school, but not at high school, then the responses would be "K-6," "7-8," "None." If, on the other hand, some guides at a grade span have the component and others do not, "Exception" could be written in the response section instead of "K,1,2,4,5." Team members should accept course descriptions contained in a course description booklet, as well as those included in the curriculum guides.

**"Exceptions" should be explained below the curriculum chart.**

**Examples:** 1) "All curriculum guides except social studies (grades 11-12) have rationales."  
2) "Music and art curriculum guides in grades 7-8 do not include measurable learner objectives. Objectives were listed in these guides, but were not measurable."

The blue "placemat" in the curriculum folder lists the Show-Me Standards that should be cross-referenced to each learner objective. **All learner objectives should be cross-referenced to the Show-Me Standards or the Curriculum Frameworks**, and these cross-references should be **spot-checked** to see if they are appropriate. If most of the spot-checks show learner objectives are related to the cross-referenced Standard/Framework in terms of process or content, then credit should be given for the guides including cross-references.

Graduate goals are in place if: 1) the guides have appropriate cross-references to either the Show-Me Standards or the Curriculum Frameworks; and, 2) if the local board of education has adopted these guides. In this case, it is assumed the Show-Me Standards goals (process and content) have been adopted by the board as graduate goals. Other districts may have identified their own goals for graduates, and the board has adopted these as graduate goals. **Graduate goals must be in**

**place for each core subject area guide** (math, social studies, communication arts, science, music/art, and physical education/health) **and for vocational education guides.**

**Measurable learner objectives must be assessable.** If learner objectives are listed that are not measurable, but more specific and measurable objectives (such as “performance indicators” or “learner competencies”) are also listed, team members should give credit regardless of the terminology used.

**Example:** “Students will learn all aspects of art appreciation” is not a measurable objective. However, under this objective, a measurable “Performance Indicator” might be present: “Students will create a picture using shading/shadows consistent to a light source.”

**Examples of instructional activities and assessments must be in place for a majority of the measurable learner objectives at each grade level in the selected subject area.** Enough information should be included so that these activities and assessments could be duplicated. It is not sufficient to list generic references such as “quiz” or “teacher observations” for assessments to be counted. Activities should be described so that the reader can understand what instruction is taking place in the classroom. It is not sufficient to list activities by title (“ten penny game” or “achievement club”). Remember, however, only a majority of the learner objectives in each grade must have activities and assessments listed; a minority of these objectives may have no activities or assessments, or activities and assessments that are not sufficiently described.

If a curriculum guide at a grade level does not have well-described activities and assessments for a majority of the learner objectives, team members should not list the guide as having these required components at that grade level.

If activities and assessments are included in other subject areas, these should be included in the curriculum chart.

**Additional information/comments should be provided whenever team members feel their observations or comments could help districts improve their written curriculum.**

## FULL ALIGNMENT CHECKLIST

Alignment of learner objectives to the Show-Me Standard/Curriculum Frameworks and to the activities and assessments used in the classroom is one mark of a quality curriculum. In order to give credit for “full alignment” on the curriculum chart, two levels of alignment must be present: 1) learner objectives, activities, and assessments must be closely related to each other; and, 2) a majority of the quality curriculum characteristics (including a focus on the Show-Me Standards) must often be found in the written curriculum being reviewed.

**Example:**

<b>Show-Me Standard</b>	<b>Learner Objective</b>	<b>Activity</b>	<b>Assessment</b>
Goal 1.8, Ma 3	Students will analyze and organize data and draw a graph that depicts the data analysis	Students will work in small groups to analyze possible groupings by common attribute (shape, color, size, etc.) with sets of varied manipulatives (blocks, buttons, M & Ms, etc.) and will construct a graph to show their findings	Students will work individually to analyze possible grouping within a set of manipulatives, organize the data by the chosen grouping, and construct a graph to represent the findings

Alignment check:



Grade K:		Subject Area:	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 1:		Subject Area:	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2:		Subject Area:	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3:		Subject Area:	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4:		Subject Area:	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5:		Subject Area:	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade 7:		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8:		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9:		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10:		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11:		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12:		Subject Area	
Show-Me Standards	Learner Objective	Instructional Activity	Assessment
Sample A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check alignment in 26 or more examples (2 from each from each grade level) either chosen from the subject area guide the district indicates should be reviewed or from objectives in this guide that the district feels best illustrates alignment. If all three levels are aligned (see checks at each alignment point) in 75 percent of the 26 examples or if alignment is present in 75 percent of the times this is evaluated, full alignment is demonstrated and may be checked on the curriculum chart.

## QUALITY CURRICULUM CHARACTERISTICS

**Quality curriculum characteristics** include the following: [Check those that apply to the district's one selected subject area guide (see DRS6.1.4).]

	Some	Often	Always
The curriculum is focused around Missouri's Show-Me Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher-order thinking and problem-solving skills are included at each grade level or in each course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-depth study of significant concepts is encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What students should know and be able to do is defined through consideration of each learner objective and related activities and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate age/developmental instructional levels are presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are strong interdisciplinary connections between subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vertical alignment/articulation between grades is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The full-range of learning levels as represented in the Show-Me Standards is included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## HOLISTIC CURRICULUM STRENGTHS AND CONCERNS

If the written curriculum is fully aligned and includes many quality curriculum components, and if all other curriculum indicators are strongly documented, a strength for 6.1 may be identified. If all required components of the written curriculum are present and all curriculum indicators are well documented, a concern will not be identified solely because the curriculum is not fully aligned. It is anticipated that full alignment will be required in all subject area curriculum in the Fourth Cycle of MSIP.

**STRENGTH:** A strength for the whole of Standard 6.1 would be directed at the on-going curriculum review and revision process, support for curriculum implementation, and a written curriculum that meets or exceeds all requirements.

**Example Strength for 6.1:** "The district has thoroughly implemented its written curriculum and provided support for the curriculum review and revision process on a continuing basis. Assessment information is used to guide curriculum change.

**CONCERN:** A concern should be written if the district does not meet the intent of the standard or if any required components are not present.

**Example Concern for 6.1:** "Interviews and advance questionnaire responses do not indicated that the written curriculum has been consistently implemented at all grade levels. Or, the written curriculum does not include all required components. Or, the district's written curriculum does not have examples of equity concepts, workplace readiness skills, research/information skills, or technology skills. Or, the district does not have a fully developed and fully implemented curriculum review and development process.